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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Business & Professional Studies
Position Title	Economics Instructor

Q2

1. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3)(300 words or less)

This position will support all the program review goals. Without a FT instructor, all program responsibilities fall on the department chairs who are not subject matter experts in Economics. This position must focus on developing the degree program so that it can stand on its own while continuing to support the BUS and RE majors. This FT instructor is critical to the development of new curriculum (no new curriculum is in development), support guided pathways, provide student support and engagement, and grow the program. There have been several courses discussed that are not offered by GC but there is no one to do the content work. Finally, there are opportunities for cross-discipline collaborations beyond BUS and RE. Without this ECON position, support of the college vision, mission, and values will be very difficult to non-existent.

As ECON is a fairly new degree, it's critical to organizational health to make it a viable degree which will include outreach to high schools and transfer universities. There is also a need to explore labor market demand to better develop a career map for majors. This degree was added to provide a smooth transition to CSU, and to provide students with guaranteed admission to the CSU. A full-time Economics instructor would have the time and resources to facilitate this growing program, and strengthen connections with area high schools and universities.

Q3

2. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request (Rubric Criterion 4) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

This position supports all the strategic priorities. Economics, as a discipline, struggles with diversity, equity, and inclusion. There is much work to be done for this program to recruit students and increase equitable access. The data suggest that the program can do a better job reaching out to under-enrolled student populations, such as having an Economists of Color Week and former ECON students participate in panels. The equity gaps are stark and requires an all-hands-on deck discussion and approach to ensure that all students are supported in their ECON course experiences. Without a FT Economics instructor this effort will be difficult to achieve.

Without this position, the department relies on 5 different part-time faculty, two of which are full-time in POSC (Franco) and BUS (Aubry) at the College. Both FT faculty are the sole faculty in their discipline so there is limited availability to teach classes or support the ECON program.

Q4

3. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2)- modify curriculum to reflect the college's diverse student population- close equity gaps- ensuring equitable access to courses that have pre-requisites- removing barriers for students, especially those from historically marginalized groups- adopt/create no cost/low cost textbooks and course materials(300 words or less)

This program needs a FT instructor to lead the charge for all these initiatives. Economics is typically viewed as a "white man's" discipline. For example, in *Lives of the Laureates*, Fourth Edition | The MIT Press, one of the Nobel Laureates notes that if you want to win a Nobel Prize in the field, you have a higher likelihood if you are a white male. Economics is abstract in nature, and introductory courses are focused on a "way of thinking" as opposed to practical, real-life applications. While examples abound in available textbooks, this discipline requires the instructor to "make it real" for students. While enrollment mirrors the racial/ethnic background of the college, this discipline could benefit from targeted outreach to students to increase access, retention, and success. Two of the adjunct instructors are using OER materials, but the others are not. A FT instructor is needed to lead efforts to remove barriers for students, especially those from historically marginalized groups, to encourage the standardization of course materials and assessment practices, and to modify and write curriculum to reflect the college's diverse student population and enhance the degree.

Q5

4. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

There is a demand for Economics classes and the number of degrees awarded has increased each year for a total of 115 in the four years since the degree was first offered. While it looks like enrollments in ECON have decreased (from 384 in Fall 2017 to 312 in Spring 2022) that is because the number of sections offered were reduced when the last FT instructor resigned. In spring 2020 there were 11 sections and in spring 2022 there were 6 sections. However, the WSCH/FTEF and fill rates continued to exceed the college averages. WSCH/FTEF for the last five years has ranged from a low of 600 to a high of 778, which are well above the institution-set standard of 460. In the past several semesters, classes have shown average enrollments of 55+ students per section, with all sections having persistent wait lists. In addition, classes have been added to the Summer schedule two years in a row to accommodate increased demand. Summer classes have been filled mainly by SDSU and other universities students. There is potential to teach ECON during Intersession for this same set of students. It is expected that enrollments will further increase as more students pursue the AA-T degree.

Cuyamaca is also unique in its approach towards Economics, in that, the classes are instructed through the Business & Professional Studies Department rather than Social Science giving it a "hands on" ideology. This method of instruction lends itself to more job-oriented institutions such as SDSU.

Q6

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(300 words or less)

The Economics program has five adjuncts, of which 3 are men and 2 are women. The group is predominately Caucasian. There is one Latino instructor. The department is committed to diversifying the instructor base as courses become available due to program growth or attrition. One male instructor is retiring at the end of the Fall 2022 semester. Plans are to cover his once a year class with existing staff in Spring 2023, at which time the new faculty hiring list will become available. The department will know then if they are recruiting a FT or adjunct instructor. Any recruiting for the department will focus on diversity and inclusion (and will be noted on any marketing efforts).

Q7

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1, 3)(300 words or less)

As mentioned in some of the other questions, the lack of a FT ECON instructor is impacting the program in all aspects. A FT ECON instructor will have the time to mentor ECON students in the degree or help those curious about the discipline learn more. This may help them decide if the major is a fit for them. The instructor would also work with Counseling to ensure students considering the major get appropriate information. A FT ECON instructor can help the program develop career possibilities.

The ECON transfer degree is only five years old at CC. CC is at a disadvantage in working with our primary transfer college, SDSU, in ensuring that our ECON transfer students have the skills to be successful in SDSU's ECON degree programs. Without this FT position, these ties will not be nurtured.

Q8

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)(100 words or less)

This is a replacement for Julian Kearns who left in August 2020 after only one year in the position. Kearns was a replacement for Tony Zambelli, Economics Professor Emeritus, who retired in 2012.

Q9

**Yes, I have discussed this position request with the
Chair of the Department**

8. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process. Note: The Division Dean will be providing feedback to help inform the prioritization process

Q10

Respondent skipped this question

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.